

## **The Guidance Center of Westchester**

### **Diagnostic Vocational Evaluation**

**Participant Information:** Wilfredo Gajda

**Vocational Rehabilitation Counselor:** Alicia Nicholas

**Service:** 110x

**DOB:** 8/1/2001

**Dates of DVE:** 5/6, 5/7, 5/8, 5/14, 5/20 & 5/21

**Evaluator:** Cara Eisenmesser

#### **Structured Background and Observations:**

##### ***Behavior Observations and Appearance:***

Mr. Gajda is a 23-year-old who identifies as a white, male currently residing in New Rochelle. On the first day of the evaluation, he explained to evaluator how eager and motivated he was to start. As he started to complete the CAPS assessment, evaluator observed he would get easily distracted by noise and creating his own distractions by dropping pencils, skimming pages, looking and pacing around the room. Each day after lunch, participant would walk off to "workout" including but not limited to wall assistive squats while reading. Evaluator handed him a packet called "Talking to Family and Supports about Work" recognizing your support system. Based on previous experiences, he reported family concerns about his psychiatric symptoms worsening, his ability to work and concern over losing his SSI benefits. As a result, he called his ACCES-VR counselor to report he would like to "quit the program" then later regretted his decision. As the evaluation progressed, evaluator observed he would display hyperactive behaviors including touching keyboards, going through desk draws, yelling, laughing inappropriately and running around room. At the end of the day, evaluator discussed "Ethics in the Workplace" and the importance of ethical boundaries concerning confidentiality. He adamantly refused to listen and would call evaluator and himself a "pathological liar".

Due to our concerns, he was assigned to a separate room with limited distractions but evaluator observed him turning around to skim the room for information. When addressed, he stated "he searches people online" and asked evaluator personal questions about herself and staff. On multiple days, he was noted to have numerous anxiety attacks that lead him to the following behaviors. When he was completing assigned work, evaluator observed he would bang on the tables and scratch furniture when frustrated, pace around the room and look outside. When evaluator addressed him, he stated, "my addictions are going to kill me" and not

explaining on what that meant. Evaluator informed participant that we would need to discuss his case with supervisor. He reacted poorly and ran across the room to block staff's exit by holding the door shut with his hands. As a result, evaluator contacted supervisor for intervention about his on-going behaviors and safety concerns. When meeting with the vocational team and supervisor, he displayed discomfort and stated we were "grilling him". Due to safety concerns, evaluator and supervisor had determined he will not be able to complete his community situational assessment at Afya. At the end of the conversation, he addressed concern about continuing the evaluation and ultimately decided that he did not want to continue.

***Living Situation:***

Mr. Gajda reported living with his mother, father and sister.

***Benefits:***

Mr. Gajda reported being on SSI.

***Social Support:***

Mr. Gajda identifies his support system as mother, father, sister and therapist.

***Education:***

Mr. Gajda graduated from New Rochelle High School with a local diploma in June 2021.

***Current Psychiatric Status:***

Bipolar Disorder

Autism

Generalized Anxiety Disorder

Specific Animal Phobia-Cats and Dogs

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***Substance Abuse:***

Mr. Gajda reported no substance abuse history.

***Legal History:***

Mr. Gajda reported no legal history.

***Medical Conditions:***

Mr. Gajda reported no medical history.

**Vocational Goal Development:*****Transferable Skills:***

Mr. Gajda self-reported being good at researching and able to advocate for himself. Evaluator observed he was very punctual.

***Functional Limitations:***

*Interpersonal:* Mr. Gajda displays a lack of awareness for appropriate social behavior resulting in him not continuing with evaluation. When discussing his work schedule availability, he reported "it's none of your business" in an aggressive tone.

*Work Skills:* Mr. Gajda has poor skills in communication, decision making, attention and execution. During the evaluation, Mr. Gajda shows a weakness in communication skills by failing to ask for help or direction. He also struggled and was constantly re-directed to complete tasks.

*Work Tolerance:* Mr. Gajda required individualized attention for executive functioning and displays anxiety during stressful situations. Some of the anxious behaviors included indulging inappropriate "exercises", push-ups, wall assistive squats and running around the room. Other behaviors included going through other people's desks and personal belongings, playing with a keyboard, laughing and making inappropriate comments.

*Self-Direction:* Mr. Gajda self-disclosed an inability to shift tasks that could prevent him from staying focused. He was unable to follow through on many tasks.

*Cognition:* Mr. Gajda requires numerous accommodations to help him focus and additional time to take tests. Also, he exhibits an inability to perform tasks. He often required instructions to be explained a couple of times.

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***Speed:***

Mr. Gajda struggled with completing daily tasks that often rolled over to the next evaluation day.

***Aptitudes and Abilities:***

Mr. Gajda completed the Career Ability Placement Survey. He scored in the following stanines:

His highest stanines were:

*Verbal Reasoning:* Individuals who score highly in verbal reasoning have a strong ability to understand and reason using concepts framed in words.

*Numerical Ability:* Individuals who score highly in numerical ability have a strong understanding of numerical concepts and arithmetical ability.

*Word Knowledge:* Individuals who score highly in word knowledge have a large and diverse vocabulary.

His lowest stanine was:

*Manual Speed and Dexterity:* Individuals who score highly in manual speed and dexterity have strong fine motor skills, and are able to make rapid and accurate hand movements.

***Values/Work Environment Preferences:***

Mr. Gajda completed the Career Orientation Placement & Evaluation Survey. His top 3 values were:

*Investigative:* Individuals who score highly in the value of investigative value intellectual curiosity and the challenge of solving complex problems. Such people have a strong need for information.

*Leadership:* Individuals who score highly in the value of leadership value making decisions, directing others, and speaking for the group. Such individuals have a need to be seen as important and usually take positions of leadership.

*Orderliness:* Individuals who score highly in the value of orderliness value activities in which they keep things tidy and do what they are expected to do. Such individuals also value orderliness and keeping things neat and in their proper place.

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***Vocational Interests:***

Mr. Gajda completed the Career Occupational Preference System. His top 3 career interests are:

*Science, Professional:* These occupations involve responsibility for the planning and conducting of research. They include collecting systematic accumulation of knowledge in the related branches of mathematical, medical, life and physical sciences. Examples include Radiologist, Mathematician, and Physicist.

*Science, Skilled:* These occupations involve observing and classifying facts in assisting in laboratory research and applying this information in the fields of medicine and life and physical sciences. Examples include Dental Hygienist, Chemical Technician, and Surveyor.

*Service, Professional:* These occupations include positions of high responsibility in caring for the personal needs and welfare of others in fields of social service, health and education. Examples include School Psychologist, Dentist, and Sociologist.

***Reading:***

9<sup>th</sup>-12<sup>th</sup> grade level.

***Mathematics:***

3<sup>rd</sup>-5<sup>th</sup> grade level.

***Language:***

6<sup>th</sup>-8<sup>th</sup> grade level.

***Computer:***

Mr. Gajda is able to type 21.4 words per minute.

***Attendance and Punctuality:***

Mr. Gajda attended scheduled evaluation days on time and left at the end of scheduled evaluation day.

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***Strengths:***

Mr. Gajda's strengths are that he is able to show up on time. Evaluator observed he has a sense of humor and is educated about governmental benefits.

***Barriers to Employment:***

He shared with evaluator his barriers in securing employment are transportation and avoidance of any animals specifically dogs and cats. He has difficulties staying on task and behaving appropriately. Additionally, even when directed to contact his ACCES Counselor going forward instead of counselor, he often texted evaluator instead.

**Summary and Recommendations:**

***Identification of Vocational Goal:***

Due to Mr. Gajda did not complete the evaluation, and as a result, evaluator is not able to make reasonable employment goal.

***Recommendation for Services:***

Evaluator recommends Mr. Gajda to be referred to a PROS program. Having this opportunity would help educate him on how to act appropriately in the workplace and address mental health barriers.

**DVE Tests and Assessments:**

- COPS Interest Inventory
  - COPES Values Inventory
  - CAPS Abilities Survey
  - TABE Forms 11/12 Locator Test
  - Job Survival and Success Scale (JSSS)
  - Workplace Excellence Inventory (WEI)
  - Employability Skills Inventory (ESI)
  - Work Readiness Inventory (WRI)
  - Barriers to Employment Success Inventory (BESI)
  - Functional Self-Assessment
  - Work Values Inventory
  - South Dakota Career Interest Survey
  - Typing Test
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